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ABSTRACT

The results of a national survey to ascertain what criteria universities and colleges are utilizing to make selection and retention decisions concerning teacher education candidates are presented. A survey of related research and literature provided the fabric for development of the survey questionnaire. Four points at which decisions regarding selection and retention are traditionally made were apparent: admission to the teacher education program; retention in the teacher education program; graduation from the program; and certification or licensure to teach. Instruments and procedures utilized included: self-report questionnaires; biographical forms; tests of aptitude and knowledge; school grades; structured interviews; measure of values, attitudes, and personality characteristics; and letters of reference. Appended to this report are the instruments used for the survey. (JD)

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NATIONWIDE SURVEY OF PRACTICES IN SELECTION AND RETENTION OF TEACHER EDUCATION CANDIDATES

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NATIONWIDE SURVEY OF PRACTICES IN SELECTION AND RETENTION OF TEACHER EDUCATION CANDIDATES

In the 1977-78 academic year, a research project was undertaken with its primary purpose being to provide a descriptive summary of the status of selection and retention procedures in teacher education programs nationwide. A random sample of 354 schools was arrived at by selection of every fifth school listed in the Postsecondary Education, Education Directory, Colleges and Universities. Survey questionnaires were sent to the Dean of the School of Education of each of these 354 schools; 200 schools responded to the questionnaire.

The survey questionnaire was directed at four points at which decisions regarding selection and retention are traditionally made: admission to the teacher education program, retention in the teacher education program, graduation from the program, and certification or licensure to teach. Questions included were directed at ascertaining which criteria, discussed and cited in related research and literature as appropriate to screening and making retention decisions in respect to admission and attention criteria, were being utilized nationwide at each of these four points of decision making.

Two hundred schools responded to the questionnaire. The resulting descriptive statistical summary of what criteria universities and colleges, nationwide, are employing to arrive at teache education admission and retention decisions should provide teacher education institutions with an insightful means for comparison and self-evaluation of their teacher education admission and retention decisions. Schools must arrive at decisions regarding the purposes of selection and retention in teacher

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education and then must set up appropriate criteria at the four points of decision making. If teacher education institutions do not do this now it will most likely be done for them in the near future. Perusal of this research data is therefore recommended as a viable starting point; it can provide a framework for summative evaluation of a given teacher education program's admission and retention procedures.

NATIONWIDE SURVEY OF PRACTICES

IN SELECTION AND RETENTION

OF TEACHER EDUCATION CANDIDATES

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INTRODUCTION

During the 1977-78 academic year, the following research project was undertaken; its primary purpose being to provide a summative framework for the formative evaluation of institutional practices in respect to selection and retention of teacher education candidates. A review of related research, although providing information with respect to possible methods of selection and retention, did not provide a descriptive synopsis of what institutions, generally, are doing in regard to teacher education selection and retention. A national survey of practices of selection and retention of teacher education candidates was therefore initiated and carried out. The survey of national practices in teacher education selection and retention was designed to provide descriptive data.

Utilizing information gleaned from a review of the literature and solicited from specific institutions and organizations, a survey instrument was designed. (See Appendix A) The developed instrument was employed to survey current teacher education selection and retention practices and procedures in the schools making up the research population.

REVIEW OF THE LITERATURE

In March of 1975 the National Conference on Studies in Teaching published a bulletin concerned with Recruitment, Selection, and Retention. This bulletin which in essence stated the problem and the need for research was prefaced with remarks directed at the nature of the employment situation previously and now: "For some thirty years prior to 1970, school districts recruited and selected teachers in a sellers' market". . . ". . .teacher educators and employers can now be more selective in admitting teacher trainees and teachers into training opportunities and employment."[1] In reference to the state of recruitment and selection, this report states: "Selecting entrants into teacher education or into teaching jobs is now only occasionally a rational process; more often it is non-systematic or haphazard."[2] The critical points of selection and retention were delineated by this monograph to be: at the point of admission of a person to a teacher education program, as decisions are made about retention of a person in a program, at the cusp of graduation, at the certification or licensure stage, and the juncture of hiring to fill a teaching vacancy.

Admission to teacher education, as depicted in the literature, is a process of utilizing rating scales, interviews, letters of recommendation, grade points and class ranks, standardized test scores, work and activities histories, personality tests, and biographical sketches. Measures of selection, according to the 1977 report of Selective Admissions in Higher Education, fall into four general categories: Administrative and educational prerequisites, traditional indicators of academic competence, personal qualities, and background characteristics.[3] Background characteristics have been at the forefront in recent years due to "affirmative action" criteria.

Admission standards have been historically most rigidly employed in the decision making process as to who is to be selected for admission into medical and legal training programs. The Bakke case has as its essential issue whether and under what circumstances, race can be utilized as a criteria for electing individuals for admission to any educational institution. The report of the Carnegie Council on Policy Studies in Higher Education in its discussion of the Bakke case went on to say: "There are also far-reaching implications with respect to the general conduct of college admissions; for example, what types of selection measures can be used, what procedures are necessary to insure equity, and on what grounds is the process validated and justified?"[4]

Decisions as to whether to retain a person in a teacher training program and/or to graduate individuals from a teacher education program have as their bottom line the assessment of whether that individual possesses the competencies required to effectively teach someone else. Competency-based teacher education programs have resulted from literal acceptance of this bottom line. The state of New York mandated that by September 1, 1973 all new teacher training programs were to be competency and field centered; Texas ruled that competency-based programs were the only certification route acceptable. According to Mary Bear, 1975, thirty-two other states were encouraging competency-based programs as being an innovative alternative to traditional teacher training.[5] Competency-based education assumes that it is known just what competencies an individual must possess if he/she is to teach another individual and that these competencies can be assessed. The Far West Laboratory for Educational Research and Development undertaking development of an assessment system for competency based education concluded that "there seems to be no commonly

accepted approach to developing competence assessment instruments; in fact, there is not even any commonly accepted definition of 'competence'."[6]

Certification is traditionally a state level concern. In the state of Illinois, the state gives approval to certain University or College teacher training programs and these schools are then allowed to provide individuals completing their approved programs with cards of entitlement. These cards qualify the receiving individual for state certification in the areas for which they have completed the approved program. The state of South Carolina requires that in addition to completion of an approved program, candidates for teacher certification in their state must pass a state developed teaching screening test. The right of the state to do this was upheld by a January 1978 United States Supreme Court decision. On the heels of Florida legislation requiring the testing of public school students' reading and writing competencies, a bill was introduced in the Florida House of Representatives in January of 1978 to require testing teachers for competency every five years starting in 1979. In February of 1978, Missouri State Commissioner of Education, Arthur Mallory, proposed that teachers certified to teach in Missouri be required to have a grade point average of 2.5 on the 4-point grade scale.

A study by Michael E. Hickey, University of Washington, conducted under the auspices of the United States Office of Education, examined the behaviors of school administrators at the juncture of selection of teachers to teach in their respective school systems. Hickey found that the extent to which administrators utilized available information on an applicant or the extent to which the administrator sought out additional information depended on the cost and risk involved in the decision. If using or seeking information did not increase cost, it was used and/or the greater the risk, the more information that was used or sought.[7] The National Conference on

Studies in Teaching pointed out that since teacher selection is a two-stage process with second stage being hiring, that hiring can be divorced from the first stage of admission to a teacher education program.

> "This two stage procedure creates many problems since a measure of the ultimate criterion of job success cannot be readily ascertained for individuals entering a training program. New teachers do not enter the same school system, and teaching conditions and attributes differ widely from one school district to another. Furthermore, questions of supply and demand enter the picture. For a number of reasons, insuring an adequate supply of potential teachers at the college level does not necessarily mean that demand can be met appropriately in each and every school. Foremost is the fact that hiring is not centralized across districts or regions. Even if there were central staffing in the state or region, individual preferences (of the diverse systems or hiring officials) would create imbalance between supply and demand."

Hiring is a very subjective process. It is frequently based on what the hiring official views as a better teacher or ways to provide improved learning. These views may not necessarily be the same as those held by the designers of the teacher education programs as they endeavor to produce better teachers who are able to provide improved learning.

SURVEY DESIGN AND PROCEDURES

The research problem was that of ascertaining what criteria universities and colleges, nationwide, are utilizing to make selection and retention decisions. A survey questionnaire and a research population were consequently of essence.

Inquiries to the National Institute of Education and Nexus, an educational information network, revealed that there were no pertinent, previously developed, survey instruments appropriate to determining selection and retention procedures. The survey of related research and literature hence provided the fabric for development of the survey questionnaire. Four points at which decisions regarding selection and retention are traditionally made were apparent: Admission to the teacher education program, retention in the teacher education program, graduation from the program, and certification or licensure to teach. Instruments and procedures utilized included: Self-report questionnaires; biographical forms, tests of aptitude and knowledge; school grades; structured interviews; measures of values, attitudes, and personality characteristics; and letters of reference.

The population was to be nationwide in composition. The group was to be a random sample. The Postsecondary Education, Education Directory, Colleges and Universities, published under the direction of the National Center for Education Statistics, was the medium for population determination. The random sample was arrived at by selecting every fifth school listed in the directory. The schools are listed by states so the resulting subgroup was representative of schools from each of the states and territories

of the United States. By virtue of culling out every fifth school listed, a group equivalent to five percent of the Universities and Colleges nationwide was formed. As a point of procedure to insure that the schools offered a four year program, if the fifth school was not denoted as a four year institution, it was deleted and the next noted four year school was included in the subgroup. The directory listed 1,914 four year institutions, the population numbered 354.

The survey questionnaire was mailed out, with self-addressed return envelopes, and a cover letter (See Appendix B), to the population of 354 institutions on December 1, 1977. Each questionnaire was directed to the respective deans of the schools of education. Each questionnaire was given a code number to enable survey results to be sent to schools requesting that information. The survey questionnaires returned subsequently were to be analyzed as a total population; thereby, providing information as to teacher education selection and retention procedures nationwide.

ANALYSIS OF SURVEY RESULTS

Three hundred fifty four questionnaires were mailed and two hundred were returned. This represents a 56 percent return. The descriptive analysis is based on the data accumulated by tabulating what the entire responding population of two hundred schools indicated they were doing regarding selection and retention of persons in their teacher education programs.

Perusal of the composite data of what the 200 universities and colleges nationwide are doing in selection and retention of teacher education candidates at the four diverse points of decision making provides descriptive knowledge. The Statistical Package for the Social Sciences computer analysis provided item analysis of responses, absolute frequency, relative frequency, adjusted frequency, and cumulative frequency. The adjusted frequencies will be discussed, unless otherwise noted.

A. Admission to Teacher Education, Nationwide: Descriptive Data

In respect to "Admission to Teacher Education," Part A of the survey questionnaire, the responding population composite data provides information as to how universities and colleges nationwide are determining who will be admitted to their teacher education programs. Of the 200 schools, 93.5 percent responded that their schools had a program of admission to teacher education. The 6.5 percent which said their schools did not have a program of admission to teacher education were asked to skip to the section of the questionnaire addressed to "Certification," Part D.

1. Quota System

A quota system was employed in only 4.3 percent of the 93.5 percent of schools which had a program of admission to teacher education. The imposed quota in 75 percent of the institutions using a quota system was a result of determining "a number of students based on number of staff members."

2. Grade Point Average

The students' grade point average was utilized by 96.8 percent of the institutions with a program of admission to teacher education. The grade point average is used in combination with other criterion in 94.4 percent of the 96.8 percent of the total responding population. Only 5.6 percent of the schools used grade point as the sole criterion for admission to the teacher education program. A grade point average of 2.0-2.15 was required by 41.2 percent of the 96.8 percent; a 2.2-2.45 grade point was mandated by 38.8 percent. The grade point in 87.6 percent of the schools reflected "overall university grade point average." In the case of transfer students, the grade point average was a composite of all college level work in 68.2 percent of the schools which utilized grade point average as a criterion for admission to the teacher education program.

3. Entrance Point Criteria

The largest percentage of schools, 27.3, consider students eligible for admission to the teacher education program upon completion of the hours equivalent to two years' full-time work. More than two years' work is required by only 10.8 percent of the institutions; less than two years' full-time work is required in 61.9 percent.

Language proficiency is considered in the deicsion making process of admission to teacher education in 77.5 percent of the 93.5 percent of the schools. Successful completion of an English composition course (success being denoted by a grade of "C" or better) was the method utilized by the greatest majority of responders, 75 percent, to ascertain language proficiency. Other methods used by more than 50 percent of the group were: Proficiency test of written language skill usage, 72.5; successful completion of Speech Communication course, success being denoted by a passing grade, 51.5; and successful completion of Speech Communication course (success being denoted by a grade of "C" or better), 59.4.

4. Additional Criteria

Speech, hearing, and health were additional factors considered for admission to teacher education. Speech and hearing in 74 percent of the schools and health in 68.6 percent.

Interviews were utilized as an admission criterion by 53.8 percent of the institutions. Interviews were used in combination with other criteria by 100 percent of the 53.8 responders. Responsibility for interview was given to a group of faculty members representing all spectrums of teacher education programs offered within the university by 32.9 percent of the institutions. The "Counseling and Testing Service" was given the interview responsibility in 25.9 percent; a group of faculty members from the student's pre-specified major department had the responsibility in 24.7 percent of the 53.8 percent using interviews. A consensus of opinions of those interviewing was used following the interview by 80.2 versus only 27.4 percent who utilized a rating sheet to arrive at a consensus recommendation.

5. Standardized Test

A standardized test score was employed as a criterion for admission to teacher education by 23.1 percent of the schools nationwide. Of these 23.1 percent, 97.6 used the test in combination with other criteria and 2.4 percent utilized the test as a possible substitute or option for other criteria. The ACT was employed at 66.7 percent of the 23.1 percent using a standardized test; the SAT was used by 46.8 percent; Minnesota Teacher Attitude Inventory, 21.4 percent; and Sequential Tests of Educational Progress, 8.3 percent. Use of a specific standardized test score was required by state mandate in only 15.9 percent of the 23.1 percent of the schools using a standardized test.

6. Measures of Values and Personality

Measures of values and personality characteristics were relied upon in combination with other criteria by 43.7 percent of the responders. Measures employed by these schools included: a structured interview by 55.7 percent of the 43.7 percent; a standardized test by 24.1 percent; and a test developed within a given university by 2.0 percent.

7. Self-reports, Autobiographical Forms, or Biographical Forms

Of the responders who had a program of admission to teacher education, 52.2 percent utilized self-report questionnaires, autobiographical forms, and/or biographical forms in the decision making process. Self-report questionnaires were used by 63 percent and biographical forms were employed by 70.9 percent.

8. Letters of Reference

Letters of reference were relied upon as pre-selection data prior to admission of a candidate to teacher education by 41.8

percent of the institutions. Of these 41.8 percent, 68.5 percent required two-three letters; 17.8 percent required one letter; and 13.7 percent required four-five letters.

B. Retention in Teacher Education Program, Nationwide: Descriptive Data

In regard to "Teacher Education: Retention in Program," Part B of the survey questionnaire, the responding population composite data provides information as to how universities and colleges nationwide are deciding who will be allowed to continue in their teacher education programs. Of the 200 schools, 93.5 percent of the nationwide population responded to the questions concerning retention in the teacher education program.

1. Grade Point

In making retention decisions, maintenance of a given grade point entered in for students in teacher education programs at 91.5 percent of the 93.5 percent responding institutions. Grade point average was the sole criterion in 8.2 percent of the schools, whereas 91.8 percent of the schools used grade point average in combination with other criteria. Assuming a 4.00 scale, 39.6 percent required maintenance of the grade point to be no lower than 2.0-2.15; 39.6 percent required it to fall in the range of 2.2-2.45; 16.2 percent, 2.2-2.70; 1.9 percent, 2.75-2.99; and 3.0 or better asked by 2.6 percent. This grade point was that of overall university work for 80.6 percent. Students' major area of study grade points were viewed by 9.2 percent and 10.2 percent looked at course work within students' teacher education program.

2. Competency Criteria

Of the schools responding who had a teacher education program, 38.7 percent used attainment of given competency criteria as a

basis for a student to be retained in the teacher education program. These competencies were decided within the faculty of education in 65 percent of the institutions employing competency criteria. In 21.2 percent, the competencies were arrived at within the specific department the student was working in. Criteria were to be met in pre-student teaching and student teaching situations, combined, in 69.7 percent of the schools; 22.5 percent required criteria to be met in pre-student teaching situations; and 7.9 percent required criteria be met in student teaching.

3. Instructor Input

Instructors of courses gave input, beyond grades, into retention decisions in 85.6 percent of the colleges and universities with teacher education programs. Instructors' evaluations were in the form of verbal statements to an appropriate authority 85 percent of the time and in the form of written statements to an appropriate authority 91.6 percent.

4. Enrollment in Courses

Students were allowed to take professional education courses without formally being admitted to the teacher education program in 66.1 percent of the schools with teacher education programs. In 33.9 percent of the schools students were not allowed to take professional education courses without being formally admitted to the program.

C. Graduation from Teacher Education Program, Nationwide: Descriptive Data

Information as to the criteria used by universities and colleges nationwide in the decision making process of who is to be graduated

from a teacher education program was provided by analysis of responses to "Part C" of the questionnaire, "Graduation from Teacher Education Program." Of the two hundred schools, 93.5 percent of the nationwide populations responded to the questions concerning criteria utilized to decide whether or not a student is to graduate from a teacher education program.

1. Grade Point

In making the decision as to whether a student is to graduate from the teacher education program, a student's grade point average entered in at 97.9 percent of the responding institutions. Grade point average was the sole criterion for graduation from the teacher education program in 17.2 percent of the schools; 82.8 percent looked at grade point average along with other criteria. The student's overall university work grade point average was considered in 86.6 percent of the 97.9 percent looking at grade point in respect to graduation; 3.1 percent looked at grade point in major area of study; and 10.3 percent grade point for coursework within teacher education program. The range in which grade point average was required to fall, assuming a 4.00 scale, was diverse: 46.1 percent required 2.0-2.15; 30.9 percent, 2.2-2.45; 19.4 percent, 2.5-2.70; 1.2 percent, 2.75-2.99; and 2.4 percent, 3.0 or better.

2. Standardized Test Scores

Standardized test scores were used as a criteria for graduation from the teacher education program in only 8.5 percent of the surveyed schools. Of the 8.5 percent, 91.5 percent used the test score as one of several criteria. Different tests were

utilized: The National Teacher Examination was used by 69.2 of the 8.5 percent; Sequential Tests of Educational Progress, 12.5 percent; and Minnesota Teacher Attitude Inventory by 11.1 percent. Use of a specific standardized test score was required by state mandate in 17.0 percent of the 8.5 percent using standardized test scores in the graduation decision making process.

3. Measures of Values and Personality

Measures of values and personality characteristics were used in the decision making process as to whether a student was to graduate from the teacher education program in 23.9 of the institutions. In only 2.2 percent was a measure of values and personality characteristics used as a sole criterion for graduation from the teacher education program. A range of measures were used: A Structured interview was utilized by 72.4 percent; a standardized test, 17.6 percent; a test developed within the university by 16.7 percent; and other measures by 76.9 percent.

4. Competency Criteria

Completion of competency criteria was an exit requirement in 49.2 percent of the schools with teacher education programs. These competencies were agreed upon within the faculty of education in 63.4 of the schools; a state body in 5.6 percent; within the university at large, 11.3 percent; and within specific departments, 19.7 percent.

5. Literacy

A given level of literacy was required by 50.5 percent of the schools before a student graduated from the teacher education program. A literacy test was used as a sole criterion by only

5.6 percent of the 50.5 percent. The levels of literacy were determined in a variety of ways and combinations of ways. 92.8 percent used a specific course grade in some way; 36.8 percent a standardized test; 72.7 percent, a test developed within the university; and 14.8 percent a state developed test. Literacy test employed a measure of reading ability in 74.2 percent of the schools and a measure of written language skills in 92.7 percent. Use of the measure of literacy was mandated by the state in 11 percent of the 50.5 percent using literacy measures.

D. Certification Nationwide: Descriptive Data

In 51.1 percent of the colleges and universities nationwide who responded to the survey (200 total), a person who graduated from the teacher education program automatically received certification or licensure to teach. In 48.9 percent, specific criteria were used to decide if a person was to be certified after he/she was graduated from the teacher education program.

1. Grade Point

A given grade point average was required before a student was recommended to be certified in 81.8 percent of the 48.9 percent schools who did not automatically certify people to teach upon graduation from the teacher education program. Grade point average was considered along with other criteria in 94.4 percent of the responding schools. The grade point average was that of overall university work in 93.8 percent of the institutions. The range of required grade points were diverse: 49.5 percent of the 81.8 percent required between a 2.0-2.15 on a 4.00 scale; 31.2 percent, 2.2-2.45; and 19.4, 2.5-2.70.

2. Standardized Test Scores

Standardized test scores were used as a criteria for certification in only 6.1 percent of the schools. The National Teacher Examination was used by 53.3 percent, a state level developed test in 9.1 percent, and 37.6 percent failed to indicate what standardized test was used. Use of a test score was required by state mandate in 31.4 percent of the cases.

3. Measures Values and Personality

Only 28.9 percent relied on measures of values and personalities in the decision making process of whether or not to certify an individual. A variety of measures were used singly or in combination; 62.5 percent used a structured interview; 6.7 percent, a test developed within the university; and 73.1 percent used other measures.

4. Competency Criteria

Competency criteria was used by 42.3 percent of the universities and colleges who did not automatically certify teacher education graduates. In 67.6 percent of these cases, competency criteria was agreed upon within the faculty of education; 16.2 percent, a state body; 2.7 percent within the university at large; and 13.5 percent, within specific departments.

5. Literacy

In 46.6 percent of the 48.9 percent of the schools who did not automatically certify students upon graduation from the teacher education program, a given level of literacy was required before a student was recommended by the university for certification. The literacy test employed was a measure of reading ability in 75 percent of the schools and/or written language skills in 92.5

percent. This measure of literacy, as a criterion for certification, was mandated by the state in only 9.8 percent of the 46.6 percent of the schools and a state developed test was used by only 21.4 percent.

E. General, Nationwide: Descriptive Data

The final part of the questionnaire was concerned with general aspects of selection and retention techniques. Of the 200 schools surveyed, 58.9 percent replied they had standardized the collection, selection, and use of all forms of data utilized at any one of the four selection and retention points. Of the responding schools, 23.2 percent said that they had done empirical research to demonstrate the validity and usefulness of the kind of information they gathered and used. Whereas, 15.1 percent responded that they had undertaken empirical research to demonstrate how statistically accurate the data gathered was in forecasting and identifying actual teaching performance.

In 36.2 percent of the institutions, student teaching was evaluated through a pass-fail system combined with a narrative evaluation and/or a checklist; whereas, 20.7 percent gave letter grades only; 15.5 percent pass-fail only; 27.6 percent, letter grade and a narrative evaluation and/or checklist. In 22.4 percent of the schools, no one had failed student teaching in the past year. A diversity of semester hours of student teaching were required: 6-7 hours by 25 percent; 8 hours, 20.2 percent; 9 hours, 7.7 percent; 10-11 hours, 19.6 percent; 12 hours, 16.7 percent; 13-14 hours, 1.2 percent; 15 hours, 4.8 percent; and more than 15 hours by 4.8 percent.

The number of pre-student teaching clinical experience hours likewise varied: less than 50 hours, 33.3 percent; 50 or more but less than 75, 30.2 percent; 75 hours to 99 hours, 14.5 percent; 100 hours, only 2.5 percent; but over 100 hours was required by 19.5 percent.

CONCLUSIONS

The national survey of practices of selection and retention of candidates for teacher certification was undertaken to provide data as to current prevalent practices and procedures in admission to and retention in teacher education programs. A survey of related literature provided information as to a variety of selection and retention criteria which any given college or university might employ.

Purposes in selection may vary from state to state and institution to institution. If the purpose of selection is to achieve a well balanced student body certain selection criteria might be more appropriate than they would be if the purpose of selection is to cull out those individuals who will be most successful in the classroom. The Bakke decision lends weight to this premise of diverse criteria being appropriate depending on purpose of selection.

The Supreme Court decision handed down June 28, 1978 ruled that any admission quota based on race is illegal but that race may be used to achieve a well balanced student body. Interpretors of this decision feel that what in fact this decision says is that new admission programs must use factors beyond race but that race may be one factor. This decision also through the opinions stated by the judges spells out that admission criteria must be stated in writing and available to all applicants and that purposes of selection should be consistent with each of the criterions used.

The time when standards of selection and retention must be decided is here. Either the colleges and universities charged with teacher

education will do it or it will be done for them. The Florida Legislature has already passed a "Teacher Accountability Act" requiring applicants to pass a competency test measuring general performance and knowledge of a specialty. Twenty-one states, according to a recent U.S. News and World Report, special report, now require prospective teachers to pass parts or all of the National Teacher Examinations administered by Educational Testing Service.[9]

If the end product of this research is that Universities nationwide will be better prepared to make decisions as to needed changes in selection and retention procedures in teacher education, then it would seem appropriate that the next step would be perusal of this report by individuals in positions of responsibility and authority. Given study of what is currently being done nationwide and in-depth soul searching by teacher education institutions as to purposes in selection, the final priority would be to develop improved procedures for achieving those purposes in a fair and effective manner.

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APPENDIX A:

SURVEY QUESTIONNAIRE

A. ADMISSION TO TEACHER EDUCATION

This questionnaire is divided into five parts. Each part deals with criteria that may be used at a given point to make selection or retention decisions. The questionnaire is written in a skip pattern and is not as ominous as the bulk might indicate. Section A will take the most time, with B-D being much less time consuming because of the element of similarity. Each section is color coded.

A. ADMISSION TO TEACHER EDUCATION:

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Computer No.	1-4

Admission to Teacher Education Program: The questions immediately following are concerned with selection at the point of Admission to Teacher Education:

1a. Does your school have a program of admission to Teacher education?

Yes	1	5
No (Go to section D. - Certification)	2	

b. In the decision making process as to which students to admit to your teacher education program, does application of a quota system enter it?

Yes	1	6
No (Go to question 2)	2	

c. Is your imposed quota based on . . . .

a percent of total university enrollment	1	
a state imposed quota	2	
a number of students based on number of staff members	3	7
a theoretical agreed upon level	4	

2a. Do you utilize a student's grade point average as a criteria for admission to teacher education?

Yes	1	
No (Go to question 3)	2	8

b. Do you use a student's grade point as . . . .

sole criteria	1	9
in combination with other criteria	2	

c. In which of the following ranges does your university's required grade point average fall . . . . .
assuming a 4.00 scale:

2.0 - 2.15	1	
2.2 - 2.45	2	10
2.5 - 2.70	3	
2.75 - 2.99	4	
3.0 or better	5	

2d. Does the required grade point average reflect . . .
overall university grade point average 1
grade point average in major field of study 2 11
grade point average in major and minor fields of study 3

e. In the case of a transfer student, does the grade point average reflect . . . .
only the work of your university 1
a composite of all college level work 2 12

3. At what point in a student's college preparation is he/she eligible to be considered for admission into teacher education?
Upon declaration of a major 1
Upon completion of hours equivalent to a full load for 1 semester 2
Upon completion of hours equivalent to a full year's (2 semesters) work 3 13
Upon completion of hours equivalent to more than a year but less than two years of college work 4
Upon completion of hours equivalent to two years' work, full-time 5
Upon completion of hours equivalent to more than two years' work but less than three years' work 6
Upon completion of three years' work 7
Upon completion of a four-year program 8

4a. Is a student's language proficiency (written and/or spoken usage) considered in the decision making process of admission to teacher education?
Yes 1
No (Go to question 5) 2 14

b. Do you employ the following methods to ascertain language proficiency?

	Yes	No	
Successful completion of English composition course (success being denoted by a passing grade). .	1	2	15
Successful completion of English composition course (success being denoted by a grade of C or better)	1	2	16
Proficiency test of written language skill usage .	1	2	17
Successful completion of Speech Communication course (success being denoted by a passing grade)	1	2	18
Successful completion of Speech Communication course (success being denoted by a grade of C or better)	1	2	19
Standardized Test Score of verbal ability	1	2	20

5. Do you consider the following additional factors in the teacher education admission decision making process . . . .

	Yes	No	
a. Speech and hearing	1	2	21
b. Health	1	2	22

6a. Do you utilize interviews as an admission criteria?

Yes	1	23
No (Go to question 7)	2	

b. Do you use the interview as . . . . . .

sole criteria	1	24
in combination with other criteria . . .	2	

c. Who is given responsibility if an interview is to be conducted?

A group of faculty members representing all spectrums of teacher education programs offered within your university	1	
A group of faculty members from the student's pre-specified major department	2	
A group composed of faculty members and students admitted to teacher education programs from diverse spectrums of teacher education	3	
A group composed of faculty members and students already admitted to the teacher education program in the major area of teacher education pre-specified by the interviewee	4	25
A group composed of faculty members, students, and public school people from the diverse spectrum of teacher education	5	
A group composed of faculty members, students, and public school people, from the interviewee's desired major area of teacher education	6	
Your "Counseling and Testing Service"	7	
Department chairperson only	8	

d. Do you use, following the interview . . . . .

	Yes	No	
A rating sheet to arrive at a consensus recommendation after the interview	1	2	26
Consensus of opinions of those doing the interviewing	1	2	27

7a. Do you utilize a standardized test score as a criteria for admission to teacher education?

Yes	1	28
No (Go to question 8)	2	

b. Do you use this standardized test score as . . .

sole criteria	1	29
in combination with other criteria	2	
a possible substitute or option for other criteria	3	

c. Do you use scores from the following standardized tests as a criteria of admission to teacher education . . .

	Yes	No	
SAT	1	2	30
ACT	1	2	31
Sequential Tests of Educational Progress	1	2	32
Minnesota Teacher Attitude Inventory	1	2	33
Other (please specify below)	1	2	34

_____

_____

d. Is use of a specific standardized test score required by state mandate?

Yes	1	35
No	2	

8a. Do you rely on any measure of values and personality characteristics as a criteria of admission to teacher education?

Yes	1	36
No (Go to question 9)	2	

b. Do you use a measure of values and personality characteristics as . . . .

sole criteria	1	37
in combination with other criteria	2	

c. Do you rely on the following measures of values and personality characteristics . . . . . .

	Yes	No	
Structured interview	1	2	38
A standardized test	1	2	39
A test developed within your university	1	2	40

9a. Do you utilize self-report questionnaires, autobiographical forms, and/or biographical forms in the admission to teacher education decision making process . . . . .

Yes	1	41
No (Go to question 10)	2	

b. Do you use self-report questionnaires, autobiographical forms, and/or biographical forms as . . . .

a sole criteria	1	42
in combination with other criteria	2	

c. In your use of self-report questionnaires (designed to gather personal data other than personal-historical data - i.e. interests or attitudes) and/or biographical forms (designed to gather historical-personal data), do you use . . . . . .

	Yes	No	
self-report questionnaires	1	2	43
biographical forms	1	2	44

10a. Do you rely on utilization of letters of reference as pre-selection data prior to admission of a candidate to teacher education?

Yes	1	45
No . . (Go to next section)	2	

b. Do you use letters of reference as . . . .

a sole criteria	1	46
in combination with other criteria . . .	2	

c. How many letters of reference do you require . . .

1 letter	1	
2-3 letters	2	47
4-5 letters	3	
6-7 letters	4	
more than 7	5	

B. TEACHER EDUCATION: RETENTION IN PROGRAM

The following set of questions deals with retention criteria during student's enrollment in courses within the teacher education program:

1a. In making retention decisions, as to whether to allow a student to continue in teacher education, does maintenance of a given grade point average enter in . . . . .

Yes 1
No (Go to question 2) 2 48

b. Do you use a student's grade point average maintenance as

sole criteria 1
in combination with other criteria 2 49

c. In which of the following ranges does the required maintenance grade point average fall . . . .
assuming a 4.00 scale:

2.0 - 2.15 1
2.2 - 2.45 2
2.5 - 2.70 3
2.75 - 2.99 4
3.0 or better 5 50

d. Is the grade point to be maintained that of . . .

an overall university grade point average 1
in student's major area of study 2
in course work within student's teacher education program 3 51

2a. Do you use attainment of given competency criteria as a basis for a student to be retained in the teacher education program?

Yes 1
As a viable option 2
No (Go to question 3) 3 52

b. Are these competencies decided by . . .

a state mandating body 1
within the university at large 2
within the faculty of education 3
within the specific department the student is doing his/her work in 4 53

c. Are these criteria to be met in . . . .

pre-student teaching situations 1
student teaching situations 2
pre-student teaching and student teaching situations, combined 3 54

3a. Do instructors of courses required in the teacher education program provide direct input, other than a grade given, into retention in teacher education decisions?

Yes	1	55
No (go to next question 4) . . .	2	

b. Are instructor's evaluations . . . . .

sole criteria	1	56
used in combination with other criteria . .	2	

c. Do instructor's evaluations take the form of . . . .

	Yes	No	
verbal statement to an appropriate authority	1	2	57
written statement to an appropriate authority	1	2	58

4. Students may take professional education courses without being formally admitted to the program . . . . .

Yes	1	59
No	2	

C. GRADUATION FROM TEACHER EDUCATION PROGRAM

The following set of questions deals with criteria utilized to decide if a student is to graduate from a teacher education program:

1a. In making the decision as to whether a student is to graduate from the teacher education program, does a student's grade point average enter in?

Yes	1	60
No (Go to question 2)	2	

b. Is attained grade point average . . . .

a sole criteria for graduation	1	61
considered along with other criteria utilized to ascertain if a student is to graduate	2	

c. Do you use the student's grade point average as earned . . .

in his/her overall university work	1	62
in his/her major area of study	2	
in course work within his/her teacher education program	3	

d. In which of the following ranges does the required grade point average fall . . . .
assuming a 4.00 scale:

2.0 - 2.15	1	63
2.2 - 2.45	2	
2.5 - 2.70	3	
2.75 - 2.99	4	
3.0 or better	5	

2a. Do you utilize a standardized test score as a criteria for graduation for the teacher education program?

Yes	1	64
No (Go to question 3)	2	

b. Do you use this standardized test score as . . . .

sole criteria	1	65
in combination with other criteria	2	

c. Do you use scores from the following tests as a criteria of graduation from a teacher education program . . .

	Yes	No	
National Teacher Examination	1	2	66
Sequential Tests of Educational Progress	1	2	67
Minnesota Teacher Attitude Inventory	1	2	68
A test developed within your university	1	2	69
Other	1	2	70

Please specify _____

2d. Is use of a specific standardized test score required by state mandate . . . .

Yes	1	71
No	2	

3a. Is a measure of values and personality characteristics used to make decisions as to whether a student is to graduate . . .

Yes	1	72
No (Go to question 4)	2	

b. Do you use a measure of values and personality characteristics as a . . . . . .

sole criteria of graduation	1	73
in combination with other criteria . . .	2	

c. Do you employ as a measure of values and personality characteristics a . . . . . .

	Yes	No	
structured interview	1	2	74
standardized test	1	2	75
test developed within your university	1	2	76
other measure of values/personality	1	2	77

Please specify _____

4a. Do you use completion of competency criteria as an exit requirement from the teacher education program?

Yes	1	78
No (Go to question 5)	2	

80/1
1-4 DUP

b. Are these competency criteria . . . . . .

	Yes	No	
the same as those considered for retention in the teacher education program	1	2	5
in addition to those considered for retention in the teacher education program	1	2	6
an entity in themselves	1	2	7

c. Are these competency criteria agreed upon by . . .

a state body	1	
within the university at large	2	8
within the faculty of education	3	
within the specific department the student completed his/her work in	4	

5a. Is attainment of a given level of literacy required before a student graduates from the teacher education program?

Yes	1	9
No (Go to question 6)	2	

b. Is this literacy test used as . . .

sole criteria	1	10
in combination with other criteria	2	

c. Is the level of literacy ascertained by . . . .

	Yes	No	
specific related course grades	1	2	11
a standardized test	1	2	12
Please specify_____			
a test developed within your university	1	2	13
a state developed test	1	2	14

d. Is the literacy test employed a measure of . . . .

	Yes	No	
reading ability	1	2	15
written language skills	1	2	16

e. Is use of this measure of literacy as a criteria for graduation mandated by the state?

Yes	1	17
No.	2	

6. If a student graduates from the teacher education program, does he automatically receive certification or licensure to teach?

Yes (Skip over to E. "General" Section)	1	18
No (Go to question 1 in next section D. "Certification"	2	

D. CERTIFICATION

This section deals with certification (licensure) of individuals to teach:

1a. Is a given grade point average required before a student is recommended to be certified?

Yes	1	19
No (Go to question 2)	2	

b. Is attained grade point average . . . . .

sole criteria for certification	1	20
considered along with other criteria utilized to ascertain if a student is to be certified	2	

c. Do you use the student's grade point average as earned . .

in his/her overall university work	1	21
in his/her major area of study	2	
in course work within his/her teacher education program	3	

d. In which of the following ranges does the required grade point average fall, assuming a 4.00 scale:

2.0 - 2.15	1	
2.2 - 2.45	2	22
2.5 - 2.70	3	
2.75 - 2.99	4	
3.0 or better	5	

2a. Do you utilize a standardized test score as a criteria for certification?

Yes	1	23
No (Go to question 3)	2	

b. Do you use this standardized test score . . . .

as a sole criteria	1	24
in combination with other criteria	2	

c. Do you use scores from the following tests as criteria for teacher certification . . . . .

	Yes	No	
National Teacher Examination	1	2	25
Sequential Tests of Educational Progress	1	2	26
a test developed within your university	1	2	27
a state level developed test	1	2	28
other	1	2	29

Please specify _____

_____

2d. Is use of a specific standardized test score required by state mandate?

Yes 1 30
No 2

3a. Is a measure of values and personality characteristics used to make decisions as to whether a student is to be certified?

Yes 1
No (Go to question 4) 2 31

b. Do you use a measure of values and personality in the decision making process regarding certification . . .

as a sole criteria 1 32
in combination with other criteria 2

c. Do you employ as a measure of values and personality characteristics . . . . . .

	Yes	No	
a structured interview	1	2	33
the Minnesota Multiphasic Personality Inventory	1	2	34
a standardized test other than the MMPI	1	2	35
a test developed within your university	1	2	36
other measure of values/personality	1	2	37

Please specify _____

_____

4a. Do you utilize completion of competency criteria as a pre-requisite for certification?

Yes 1 38
No (Go to question 5) 2

b. Are these certification competency criteria agreed upon by . .

a state body 1
within the university at large 2 39
within the faculty of education 3
within the specific department the student has completed his/her work in 4

5a. Is attainment of a given level of literacy required before a student is recommended by your university for certification?

Yes 1 40
No (Go to "General" section) . . 2

b. Is this literacy test used . . . . .

as a sole criteria 1 41
in combination with other criteria 2

5c. Is the level of literacy for certification ascertained by . . .

	Yes	No	
specific related course grades	1	2	42
a standardized test	1	2	43
Please specify _____			
a test developed within your university	1	2	44
a state developed test	1	2	45

d. Is the literacy test employed a measure of. . . . .

	Yes	No	
reading ability	1	2	46
written language skills . .	1	2	47

e. Is use of this measure of literacy, as a criteria for certification, mandated by the state?

Yes	1	48
No.	2	

E. GENERAL

This last section of the questionnaire deals with general aspects of selection and retention techniques.

1. Have you standardized the collection, selection, and use of all forms of data utilized at any one of the four selection and retention points?

Yes	1	49
No	2	

2. Have you done any empirical research to demonstrate how valid the kind of information you gather and use is?

Yes	1	50
No	2	

3. Have you done any empirical research to demonstrate how statistically accurate the data you gather is in forecasting and identifying actual teaching performance?

Yes	1	51
No	2	

4. In regard to student teaching, how is the student evaluated . . .

by letter grade	1	52
pass-fail	2	
letter grade and a narrative evaluation and/or checklist	3	
pass-fail combined with narrative evaluation and/or checklist	4	

5. What percent of your teacher education majors failed student teaching last year?

.00	1	
.001 to .05	2	
.06 to 1.00	3	53
1.00 to 4.99	4	
5.0 to 9.99	5	
10.0 or more	6	

6. How many semester hours of student teaching do you require?

5 hrs.	1	
6-7 hrs.	2	
8 hrs.	3	
9 hrs.	4	54
10-11 hrs	5	
12 hrs.	6	
13-14 hrs.	7	
15 hrs.	8	
More than 15 hrs.	9	

7. How many hours of pre-student teaching clinical experiences do you require?

Less than 50	1	
50 or more but less than 75 . .	2	
75 hrs. to 99 hrs.	3	55
100 hrs.	4	
More than 100 hrs.	5	

56-79/BK
80/2

THANK YOU FOR YOUR COOPERATION.

Please return in the enclosed envelope.

APPENDIX B:

COVER LETTER

SCHOOL OF EDUCATION
Office of the Dean

December 1, 1977

Dear Colleague:

This questionnaire is designed to ascertain, through a nationwide sampling, current selection and retention practices in teacher education. Selection or retention typically occurs at one or more of four points: admission to teacher education program, during student's enrollment in courses within the teacher education program, graduation from the teacher education program, and/or certification or licensure for teaching. This questionnaire deals with criteria utilized at each of these four points.

This survey is being conducted by mandate of our Dean of the School of Education. The results will be shared with any interested responder. Please indicate your desire to receive a summary of results below.

Please circle the answer code to the right of the response that best answers each question in regard to your specific program. Please return this completed questionnaire in the enclosed self-addressed envelope. Prompt reply will be appreciated.

Sincerely,

Kathlene Shank, Ph.D.
Associate Professor
Departments of Elementary,
Special, and Junior High
Education and Student Teaching

KS:bm
Enc.

We would appreciate receiving a summary of survey results . . . . . Yes . . 1
No . . 2